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ABSTRACT

A discussion was held on movement education on the opening day of the 1981 conference on Contemporary Elementary and Middle School Physical Education at Georgia State University. A precis is given of the questions considered--what is movement education, what is the status of movement education as a trend, and what is the future of movement education. In a paper presented at this session, reflections on the humanity of children and insights into their reactions and emotions were offered. In the concluding address, childrens' play was discussed with a focus on the value of noncompetitive games. (JD)

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Contemporary Elementary and Middle School Physical Education Conference

January 15-17, 1981
Georgia State University, Atlanta

Proceedings
Thursday, Kate Barrett/Lee Allsbrook Sessions
Edited by Margaret A. Jones

Sponsored by the
Georgia State University Department of Health, Physical Education, Recreation, and Dance

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SP 018 124

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Thursday, January 15, 1981
MOVEMENT EDUCATION IN THE 80s: DIRECTION OR DEMISE?
Kate R. Barrett, University of North Carolina-Greensboro

PROCEEDINGS*

Three specific questions served to focus the day's discussion:

1. What is "movement education"?

2. What is the status of "movement education" today as a trend in physical education programs for elementary and middle schools?

3. Does "movement education" (as defined in #1 and #2) have a future? If yes, why does it and where could it go; if no, why does it not and what will replace it?

Prior to the groups engaging in actual discussions Kate identified why she felt a session of this nature was of value. Three major reasons were given.

1. The phrase "movement education " is still being used in articles, books, speeches, convention demonstrations, etc. but with less and less attention to its meaning. If the profession is going to grow in its understanding of "movement education" as a curriculum concept in physical education, this trend is counter productive. What we mean by "movement education" needs to be sorted out thoughtfully and carefully if the term is to be used with any integrity.

2. To discuss questions of importance to the profession has particular value as it forces us to confront what we think carefully and thoughtfully. New developments and possible directions for our profession often result from such experiences.

3. Focused discussions cause us to be in a constant state of clarity and vagueness. This"state of being" is one with which many professionals are uncomfortable, yet need to understand if personal growth is to occur.

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* These proceedings were written after a careful content analysis of all written material from the discussion groups plus reflection on the day's events from two points of view: Kate Barrett's as the session's leader and Pam Allison's and Kim Collins', both Teaching Assistants at the University of North Carolina-Greensboro, as session participants. All three collaborated to produce the "proceedings".

After Kate's opening comments each group was challenged to answer the three "guiding" questions. What follows is a summary of answers to these questions and general observations and comments of the total day's session. In total there were: 27 discussion groups--25% male, 75% female; 1% under 22 years old, 56% 23-35, 38% 36-55, 5% over 55; and 24% university, 76% public/private; total group approximately 175.

Part I: Summary of Answers to Questions #1,#2, and # 3

Question #1: What is "movement education"?

BASIC IDEA #1: Characteristics of "movement education"

A large number of the discussants characterized "movement education" as being child-centered. The concept of child-centeredness was described in the following ways:

1. emphasis on movement experiences that allow for
   a. individual levels of development
   b. individual rates and styles of learning
   c. opportunities for student decision making
2. encouragement of maximum participation of each child
3. provision for a broad and varied range of movement experiences

Examples of additional terms used to convey these ideas were: freedom of expression, creativity, unthreatening, personalized, individualized, and humanistic.

Comment: Two points need to be made regarding the "characteristics". First, many different words and phrases were used to indicate that learning experiences were "child-centered". Secondly, the terms "broader" and "varied" were used without qualification. Interpretations that could be given ranged from broad/varied methodologies to broad/varied movement experiences. In both instances lack of meaning could cause communication difficulties.

BASIC IDEA #2: Outcomes of "movement education"

In relation to the mover (student), the most frequent outcomes identified were:

1. skillfulness, confidence in movement, and effectiveness and efficiency of movement in a variety of situations
2. uniqueness of movement
3. enjoyment of movement
4. realization of the self through movement ("self-words" used were self-concept, self-awareness, self-esteem, self-worth, and self-responsibility)

Less frequently mentioned as an outcome was a knowledge of movement.

Comment: From listening to the discussion groups themselves it was obvious that participants were not clear what they meant by the concepts of effectiveness/efficiency and skillfulness. These terms seemed to be used because they were thought to be the "right ones" rather than used because their meaning was internalized (see reference #1). It was interesting to note that knowledge of movement as a specific outcome was mentioned by only a few groups. Historically, this outcome was central to the concept of "movement education".

BASIC IDEA #3: Content of the program

The content of "movement education" was described as movement in the forms of games, dance (educational, creative), and gymnastics (educational). The particular perspective of content used was Laban's conceptual analysis of movement, body-space-effort-relationships, with varying personal interpretations (!). When content progression and sequence were discussed the only approach identified was "themes".

Comment: In terms of identifying the content of a "movement education" program all agreed that it was "movement" and tied this exclusively to Laban's conceptual analysis. This finding was particularly interesting as tying the content directly to Laban may indicate a strong influence by the English form of "movement education" (see reference #2) and little or none by the American form (see reference #3).

BASIC IDEA #4: Methodology of "movement education"

A number of terms were used to identify methodologies of instruction. For example:

guided exploration
problem solving
exploratory discovery
exploration
movement exploration
direct teaching
indirect teaching
questioning (direct to open-ended)

While a number of terms were used, two dominant ideas concerning methodology were evident:

1. There is a single "movement education" methodology--problem solving or exploration.
2. There are a number of methods associated with "movement education". When this idea appeared, no indication was given of how they were combined and used.

Comment: Interestingly enough there was no pattern to how methodology was interpreted by participants in discussion groups and many different interpretations were held for each term used (see reference #4). Furthermore, interpretations seemed to be characterized by a range of understanding of concepts associated with methodology--skill acquisition (see reference #5), motor development (see reference #6), and mechanical principles (see reference #7).

Concluding Statement: Three "directions" of definitions were clearly indicated: (a) "movement education" embraces a philosophical position, (b) "movement education" is an approach to teaching, and (c) "movement education" is content, method, or content and method. It could be argued that there are strong similarities between all three definitions with the language used the major difference. If this were true, we may need to concentrate on using the same approach to defining "movement education"; if this were not true, we need to identify clearly the distinction(s) between them. Maybe adopting a "pattern" or "format" to defining "movement education" would be advantageous--begin with a general statement followed by "This implies..." and continue by delineating specifics that relate to what you believe about movement, how children learn and develop, what your content is, etc. In other words, extend our definitions to include the important and critical components of "movement education". This way we should lessen the potential for misinterpretation of what we mean.

Question #2: What is the status of "movement education" today as a trend in physical education programs?

Answers to this question varied as would be expected. The summary that follows has been written to include this range of answers. What this diversity says to us may be important to reflect upon.

1. In terms of levels: early childhood, elementary grades, not middle school.

2 In terms of progress: some are still experimenting rather that using it as a vehicle with purpose through which a quality product emerges (skilled individual); dominant in some areas, unheard of in others, still being "discovered" in still others; in infancy, may bloom; in and out--some tried it but because of a lack of background gave it up; catching on slowly; leveling off; some decreasing-some increasing; respected in schools where physical education has support; implementation diverse, yet more interest than ever.

3. In terms of understanding: no concensus of opinion; curriculum reflects everything; goals not clearly defined-

body of knowledge becoming more definite; definition ambiguous and misunderstood.

Comment: It is difficult (and dangerous) to react to these answers as very few of them were expressed in similar terms among groups. Two generalizations may be made, however, as they seem to reflect all the answers when they are viewed collectively: (a) "movement education" was still predominately seen as in the elementary grades and (b) as a trend, its progress varied considerably. These generalizations seemed inevitable as we still appeared not clear as to what "movement education" was--a point supported by answers to all three questions. In regards to question #2, one observation and one question were made during several of the group discussions that seemed important to share:

1. Knowledge of "movement education" was improving within movement educators themselves, but with those not commited to "movement education" there still remains confusion.

2. Is there leadership (in "movement education") evolving?

Think about these. Both are potential influences on the future of "movement education".

Question #3: Does "movement education" have a future?

Answers to this question had more agreement--more groups had similar responses. Very few groups addressed (or wrote down their answers!) the part of the question that dealt with the future of "movement education". If we were unable to address this specifically, that is in itself an interesting outcome. A summary of answers follow:

1. Yes, there is a future to "movement education"--BECAUSE:
   - -every child achieves success...
   - -it is rewarding to children...
   - -there is no pressure...
   - -freedom of expression is encouraged...
   - -it involves methodology effective for implementing PL 94-142 and Title IX...
   - -teacher preparation is improving...
   - -it encourages lifetime participation in activity because of its stress on effectiveness, skillfulness, and enjoyment in movement...
   - -it is philosophically/educationally sound...

2. Yes, There is a future to "movement education"--IF:
   -we have strong leadership...
   -those who care do not give up...
   -there are support systems...
   -physical education and "movement education" are sold to the public...
   -we know what to do and how to do it...
   -good curricula are written...
   -more workshops are conducted...
   -there is an economic commitment...
   -more research as to outcomes of "movement education" would be undertaken...AND (this comment occured a number of times) IF
   -teacher preparation (and inservice opportunities) would improve...

3. No, there is no future to "movement education"--UNLESS:
   -parents, administrators, and legislators are better informed...
   -the economy equalizes...
   -there is better certification...
   -the differences between coaching and physical education are clearly understood... This implied that articulation of "movement education's" content, methodology, goals, and the place of competition and sport skill learning was essential. It was suggested that athletics (the after school community "physical education" program) could replace "movement education".

Comment: Woven throughout the above summary are four themes, ones that actually can be traced throughout the answers to the three original questions.

1. Better and continued preparation is needed in areas necessary to improve our ability to implement the concept of "movement education" in our physical education programs.

2. "Movement education" has a philosophical orientation that is sound and consistent with educational principles of today.

3. The relationship of "movement education" to "sports" must be examined carefully.

4. Ways to explain to parents, legislators, administrators, etc. that "movement education" is a viable educational program in the schools must be found.

Part II: Observation and Comments
Total Day's Session

Observation #1:
LEVELS OF UNDERSTANDING OF CONCEPTS ASSOCIATED WITH "MOVEMENT EDUCATION" VARIED GREATLY.

As a group we were at many different places in our understanding of movement and how skillful movement is acquired in a teaching-learning environment that allows for individual levels of development, individual rates and styles of learning, and opportunities for decision making (see answers to question #1). Furthermore, we may need to broaden our understanding of movement itself to include perspectives such as mechanical, developmental, aesthetic, and physiological, and not to rely so heavily on the conceptual/structural (Laban).

Observation #2:
A RANGE OF OPEN-MINDEDNESS EXISTED AMONG DISCUSSANTS WITHIN EACH GROUP.

This was to be expected as discussions about issues usually reveal this phenomenon. When closed-mindedness was apparent it might have been a lack of understanding of the idea being discussed rather than a personal belief being challenged. We need to increase our ability to differentiate between (a) basing our answers on something we do not really know and (b) basing our answers on a sound theoretical base. There is a difference!

Observation #3:
WHEN GIVING EXAMPLES OF PROGRAM IMPLEMENTATION TO EXPLAIN DEFINITIONS OF "MOVEMENT EDUCATION" INCONSISTENCY BETWEEN THE TWO OFTEN EMERGED--THEY DID NOT MATCH.

Inconsistency--the mismatch of learning experiences with philosophical position--often occurs from a lack of understanding of how the two can relate. With a clearer grasp of what you believe about movement and how children learn and develop (movement ability in particular) linking experiences with philosophy becomes easier. When this results the program does show continuity, sequence, and integration--criteria necessary for sound curriculum development.

Observation #4:
THE EMPHASIS ON PROCESS AND PRODUCT AS CONCEPTS DIFFERENT IN "MOVEMENT EDUCATION" WAS VIEWED DIFFERENTLY.

Two views were evident: process was emphasized alone (what this process was specifically was not addressed) and process was viewed as mutually related to product--process and product were a unified concept. Given some of the directions our discussions went it seems important that we all look more carefully at what our "product" is and its relationship to "process". The future of "movement education" may depend upon us identifying this (see answers to questions #2 and #3).

Observation #5:
"SAFETY" IN DISCUSSION WAS ACHIEVED BY USING "APPROPRIATE JARGON"--A RELUCTANCE, INABILITY TO PINPOINT MEANING.

No comment!

The careful attention each participant gave to the discussion groups is to be commended. The task given was not an easy one, nor one that is necessarily completed. The day's experience was designed to stimulate thinking on an issue of great importance to the future of physical education--this seemed to be accomplished. Keep thinking....

Suggested Readings

During one of the "sharing sessions" a request was made for resource material. Below is a list of suggested material which may be helpful.

Reference #1: Skillfulness

knapp, B. Skill in sport: The attainment of proficiency. London: Routledge & Kegan Paul, 1963.

Robb, M. D. The dynamics of motor-skill acquisition. Englewood Cliffs: Prentice-Hall, 1972

Reference #2: Content (English Form)

Laban, R. Modern educational dance. London: Macdonald & Evans, 1963.

Logsdon, B. J. & Barrett, K. R. Movement--the content of physical education. In B. J. Logsdon, K. R. Barrett, M. Ammons, M. R. Broer, L. E. Halverson, R. McGee, & M. A. Roberton, Physical education for children: A focus on the teaching process. Philadelphia: Lea & Febiger, 1977.

Russell, J. Creative movement and dance for children. Boston: Plays, 1975.

Stanley, S. Physical education: A movement orientation. Toronto. McGraw-Hill Ryerson, 1977.

Reference # 3: Content (American Form)

Broer, M. R. & Zernicke, R. F. Efficiency of human movement. Philadelphia: Saunders, 1979.

Glassow, R. B. Fundamentals in physical education. Philadelphia: Lea & Febiger, 1932.

H'Doubler, M. N. Movement and its rhythmic structure. Madison: Kramer Business Service, 1946.

Reference #4: Methodology

Barrett, K. R. Studying teaching--a means for becoming a more effective teacher. In B. J. Logsdon, K. R. Barrett, M. Ammons

M. R. Broer, L. E. Halverson, R. McGee, & M. A. Roberton, Physical education for children: A focus on the teaching process. Philadelphia: Lea & Febiger, 1977.

Bilbrough, A. & Jones, P. Physical education in the primary school. London: University of London Press, 1963.

Mosston, M. Teaching physical education: From command to discovery. Columbus: Merrill, 1966.

Schurr, E. L. Movement experiences for children. Englewood Cliffs: Prentice-Hall, 1980.

Reference #5: Skill Acquisition

Robb, M. D. The dynamics of motor-skill acquisition. Englewood Cliffs: Prentice-Hall, 1972.

Reference #6: Motor Development

Espenschade, A. S. & Eckert, H. M. Motor development. Columbus: Merrill, 1980.

Roberton, M. A. & Halverson, L. E. The developing child--his changing movement. In B. J. Logsdon, K. R. Barrett, M. Ammons, M. R. Broer, L. E. Halverson, R. McGee, & M. A. Roberton, Physical education for children: A focus on the teaching process. Philadelphia: Lea & Febiger, 1977.

Wickstrom, R. L. Fundamental motor patterns. Philadelphia: Lea & Febiger, 1977.

Reference #7: Mechanical Principles

Broer, M. R. Basic mechanical principles governing body motion. In B. J. Logsdon, K. R. Barrett, M. Ammons, M. R. Broer, L. E. Halverson, R. McGee, & M. A. Roberton, Physical education for children: A focus on the teaching process. Philadelphia: Lea & Febiger, 1977.

Broer, M. R. & Zernicke, R. F. Efficiency of human movement. Philadelphia: Saunders, 1979.

Lee Allsbrook

To most of us these few days are going to be a luxury-- a few days away from children. Recently I was looking at some posters and I saw one that appealed to me for the title of my talk. I think it is a way that we often feel about leaving the gym or the playground. The sign said "pardon me, I can't stop right now, I must try to catch up with the children. You see I'm their leader!" That's the way it is you know, the children will go ahead without you. I know you have had that experience when the parents come to talk to you for a minute. They are trying to say something very important, and three children are bothering you with things in their hands; you have three watches in one pocket; and a child who gave you a penny seven weeks ago, still asks about it everyday. Those kind of things are so much apart of our normal day.

Another title I thought about was "humorous happenings to some special humans". Children told me that it is a lot more fun to rhyme things. Throughout school we give most of the games we play titles, and we make some kind of rhyme about it. The children thought up another title for me "jewels for the gym class" I finally told the children that I would be talking to teachers and I would be talking about school and asked what would be a real official sounding speech title? They said something like "Big thrill, jump, feel." They said that is the way teachers have to learn everything.

Probably the things that I will share with you tonight will help you to realize how common our experiences are as you see children everyday.

Most of the people I meet say"someday I am going to write Reader's Digest and tell them about that funny thing a student told me" or somebody else says "when I retire I am going to sit down and write all the funny things that happened to me." Because you just can not teach in a normal day if you are holding on to your sanity without some humorous things happening. Well, I am going to get the luxury of nearly writing my book tonight, because I can share somethings with you. You will recognize immediately about what we are really doing here. I have had the pleasure of having some co-authors, and they are children. If any of you that have tried to co-author with one of the colleagues you know that it is about the easiest way to separate and never speak or talk to each other again. If you have ever tried to write to a colleague it is a rip-roaring experience trying to deal with each other.

Today I thought about our luxury of getting to eat with the big folks. You did not have to do everything just right because you knew all the children were watching. You didn't have to worry about them dropping half the stuff off their tray on the floor when they looked to see if you ate everything on your tray. You didn't spend the day eating and waving at the same time, or you didn't have to sit just right. Children are always wondering if you can take a spoon, and pat it in the potatoes to see if it looks like you have eaten some of them. If you in the third grade can take your food when the teacher is not looking, push it into a pile, and put it in the milk carton; she will never know that you did not eat it. Or in the third grade you eat everything else someone does not want, and then you throw up on the floor. In the third and fourth grade everything is built on quantity.

Here is a piece of poetry that I think you will enjoy. It was written by a teacher in Tennessee:

THE TEACHER

Today I taught a child to smile
A child taught me not to frown,

I taught a child to stand tall
A child taught me to bend down.

I taught a child to be honest
A child taught me seek truth,

I taught a child to be grown up
A child helped me to return to youth.

I taught a child how to play a game
A child showed me how to be fair,

I taught a child to help others
A child taught me to care.

I taught a child to run a race
A child taught me the fun of running

I taught a child to obey
A child taught me respect for all men.

I thought I was the teacher
And took credit all the while,

Now I know how wrong I was
The teacher was the child

It really turns out that this is so typical of our days. How many times have your children reminded you of something that has happened? One time I was asking for an evaluation and the children reminded me that when we were working with the parachutes during the year sand had gotten in somebodys eye and I had kept on playing. The children never forgot that that child had sand in her eye. A child remembered this for a whole year. An instant out of your day of twelve classes and meeting the needs of four hundred children

and some child remembers to tell you at the end of the year somebody got sand in their eyes. And you did not take time to do something about it.

Now let's look at the movement potential that children have. Their whole life is so built up on what is going in their movement. Cindy Herbert wrote this poem about how to see a child:

I'M A MOVER

I'm a mover,

I am movement,

I move over, out, in, through, under and around.

I have enough energy and resources to change my world.

Give me a chance to use what I have;

Give me a little push in the right direction.

If you are like me the hardest thing of every day is who is doing the pushing and who is being pushed. The hardest commandment is not in the bible. It is one called "line up without pushing". There is no commandment that matches the one with which we struggle than the one when we ask them to line up and please don't push.

We may have a luxury here. I do not believe I have ever heard an English teacher saying line up and the children doing it in her class. I am talking about doing something like we say we are were going to do a game and the children run around being that excited about being apart of what's going on around them. So in the luxury of an environment like this, being away from children for a few minutes, we should take a look and realize we have some real bonuses.

There are four "H's" that I try to deal with in my own life when I deal with children. First of all I feel like I have to have good health to be with my children. I start training to go back in August. First of all, I start getting the butterflies. It is just like electricity around me. I want so much to never waste a child's life for thirty minutes. No matter how big the class is or how few are there, and I get the butterflies every year wondering if it is going to happen when I go back. So I get to running again. I try to do exercise again. I try to get to feeling like I can take them on. I tell you the first three days of school you need it to walk out of that place. That is just the start of school and it gets harder from there.

"Humor"and "happiness". There is plenty around you, somewhere in all the confusion when you listen to a child who is sitting in the back of the line or at the side of the line or sitting right there beside you. The happiest part of this would be of having the luxury of finding yourself doing something you really like to do.

Understanding "hurt". A lot of times saying "whew that really hurts, didn't it?" and he looks up like "yeah, and I really appreciate you saying that, it really did". Just taking a minute sometime and acting like you really did think it hurt helps them. I have had children who you could put a bandaid on their stomach and they say "oh, that stomachache is better already Mr. Allsbrook". Certainly a false since of first aid, but you know inside something is happening to turn that child off or something about why he is not feeling good about school. You do not have time to be their psychologist, but it takes a bandaid and that is a start and you can go to

school later on in the day and find out what is the real problem. So " good health", "humorous and happiness" is another good set of H's to have with you, and understanding hurt are good "H's" to have with you.

I think another "H" is having the competency to teach children and then having the desire and the drive to want to be a better teacher tomorrow than you were today. That takes "good mental health". That is because it means you are willing to take a look at yourself even if it is to say the principal never gives me any support or my classes are too big. It takes good mental health to look back and say I probably can do better tomorrow than I did today. I try to deal with that. I even try to be so favorable about things that are around me that I take time to call parents and tell them that I enjoy working with their child. If ever you want to try a zinger, do that sometime. If you really had a down day, think of two or three children that give you a lot of pleasure teaching everyday not the child that finished you off for the day, the one you thought about murdering sometime in the year, but some child that has brought a lot of pleasure to you. Often the one you want to do this for, the one you want to call home about, is the child you don't know know his or her name. I promise you it is the child who works, the average child, the go getter that has been there everyday of your life. They do what you ask so much that you see right through them and never even notice them. They are so much on the task about the things that go on that please you and please the gym teacher and all that kind of thing. It is real surprising you will look at that child and say you can't believe you do not know that child. You know that child has been with you for years and for some reason you can not remember their name. The hardest thing about

making calls to the parents at home to tell them about you enjoy teaching their child is that the parents do not believe you. I say "I'm Lee Allsbrook and I teach physical education. Your child is delightful, I have thoroughly enjoyed working with your child!" They keep waiting like you are going to say something negative about their child. They just know that teachers lead off with a positive comment and then give the bad news. It is a sure bonus when it is PTA time to give money, but its also a time to just remember for the children. So there are the "H's" I deal with. To have the desire to want to be better; it is just good mental health to be able to say that about yourself instead of always looking at yourself from the other side.

Let's take the day apart and see how much your children go about their day like mine. First we need to get to school; we need to get the act together. The first thing you notice is that most children put their underwear on backwards. You notice that in tumbling when they are squating down to do a forward roll, and you notice when their wearing Haynes or what other underwear they are wearing. You always wonder why they are on backwards. The only research I can find to support this is, children say their momas and daddies tell them "if you can see the number they are on correct". So the child takes them and turns them around, and they figure they are on correct. Meanwhile they were on backwards so they have all kind of strange things about trying to get the numbers perceptually. The parents are just busy saying, "If you see the number you've got them on correct"; so it's the childrens perception to get it all turned around.

Shoes on the wrong feet. I do not really know how to tell a child which shoe goes on the correct foot. I usually average about once every two years when a teacher comes to me and say "we need another perceptual motor program" and I say "why". She says "look at this child walk". Sure enough, the child has on brand new shoes on the wrong foot. I say, "well the first thing that I will try is a new miracle thing in perceptual motor... try switching your child's shoes". It seems to work miracles! I didn't want her to just tell him that he just got his shoes on the wrong feet to start with. This is an example of a teacher who is concerned, and the humor is not that the teacher did not know that, it is such a busy time for children that we all look for things that might be wrong.

Cowboy boots are in, you notice that? Monday morning when I came back all of the cowboys were coming in. Tuesday I said to them can we bring back the shoes, I really need the shoes. We had a lot of damage from yesterday and the principal is about to go crazy. One child came up and said "I promise you Mr. Allstrook I know I promised you that I would wear my shoes. I know you are going to say where are your shoes, but let me tell you the story. I got up this morning and I put it right in my mind, to have my shoes. I was going to tell my mama, but before I knew it we were in the car. But I still remembered this " tell my mama" to go get my shoes before I got to school. And I was riding along and I bumped up on a railroad track. And it made me forget all about it. That is the latest one I've heard. You can come up with all kinds of stories.

Have you asked for stocking rackets? We are going to have striking activities and we are going to make our own rackets. I usually get at least

three pair of panty hose still wool because the nylon gives you a lot of trouble. The child knows that you mean business. He thinks you have to have a pair of panty hose and mama has them on. He is late for school, and he just thought about it. He does not have them before he gets in the building. Anything can happen for stocking rackets. He remembers there are going to be a lot of things he is going to get for not having your hose. Thus the hose are going to be brand new.

Let's get into the gym. When they see you in the hall, the first thing they say is "what are you going to do today?" Now you do not mind answering, but that is only the first step into the building and it is going to take you twenty steps to try to make it to the gym. You usually try to go like this (example being illustrated), because you know if you look either way they are all going to say "what are we going to do in the gym today? Now if you get into the gym, and keep looking in the door, when you look up, they are going to say "what are we going to do in the gym today?" They do seem to think something is going to happen in gym, and that is a plus. The problem is they seem to think its going to be a lot more than what we prepared to do in the first three minutes. Most of them plan to do the whole curriculum at least daily. They want to do everything today, and they will worry about tomorrow when it gets here. I think the hardest thing about you spreading things out and letting them know it is going to happen today, is that it will not be able to happen today.

The hardest thing I do is picking dates we are going to start things on. Just like on January sixth everybody is going to get up and say " I want to dance! I want to dance for the next six weeks. I do not think it

will really happen. University students do not even enjoy it. And I know elementary children do not have that kind of far sight. So we are looking at trying to deal with time, trying to deal with things that children want to do.

Teachers probably wear out the light switches more than anything else trying to get children to the gym, turning the lights on and off. You turn them off and you hear everybody say "I'm not going to sit in here". You cut the lights on and they do not want to talk.

You have less than a minute to introduce your program, to explain your program and start your lesson . That is about how long they are going to give you. Then they figure they might just as well go ahead. Most of the time children plan to go ahead and have show and tell. Teachers call that "bring and brag". That is about what it amounts too. But it is important to them. A child brings one and has fifty minutes catches. You sit there thinking about all the motor development information you have learned, all the things you know about paralysis in one hand, until you open it up you find it is one of those little racing cars, and he has been trying to play catch with it all day today because you did not give him time to tell you that he got a little car for his birthday. All the crisis come back to just looking and knowing that you want him to have a few minutes for show and tell, "bring and brag".

Third graders have informed me that their doing "cussing" writing. The parents are pretty upset about it because they hoped it would be cursive writing. While all the third graders are looking forward to doing "cussing" writing. Probably for enthusiasm that teachers have more excitement in the

third grade than there has ever been before... because they are going to do cussing writing.

Another part of show and tell is wanting to tell you sometime about a new brother. Sometimes I am half way through something on striking that I think is going to change the world, and I have a child sitting there for whom you just know that striking is not in his world. Then he tells you " Ive got a brother, a new little brother!" If you think about that, that is worth telling somebody! First of all because he wonders if he is going to be as important when little brother comes home and when he grows up. Secondly he has to check his gym teacher out to see if he knows anything about little brothers and little sister. Usually the first thing I do when I find out about that is assign that child to the gym teacher at home, getting that little brother ready for physical education. You give him a round of applause and make the student the official gym teacher so that child feels like he has a burden. He has to do the gym work, he has to get the kid ready to walk, run, hop, skip and jump.

I find that if your'e starting a class and you do not acknowledge what is going on around you, you are wasting a lot of time. I used to try to conduct a class on the steps and a funeral would come by and I would continue to try to teach. Now if we see a funeral coming, we all turn and we discuss it. The man would be sitting up and you think he is dead. It will only take about twenty seconds, and it is a lot more fun. It means a lot more to the child to acknowledge that, than to spend half of the time saying "you never look at me, what is so important behind me?" That child probably says " there is a lot of important things behind you; somebody is

gone! And all you can think about is volley ball, " Another thing is when we see a plane, we all yell "football is coming and look at the plane". It is so much fun to have children to tell you "No we came out here to throw and catch ball, not look at planes!" Now I acknowledge the planes, the funerals, and all those kind of other things.

Whenever we get to show and tell there is a little cut off point. Especially when you get to the one about human relations. Let me tell you about mama. She threw Daddy's clothes out in the yard last night because she did not hear him say . . . If you want a lot of good parental support from a certain parent, he will agree to help you when you start telling them what his child told the class because he wants to keep that just where it is.

Would you bleieve that we are going to have our pictures made on the first day of school. What is everybody saying? "My Mama told me not to get these clothes dirty." Oh boy! we sure are going to hear that one. Of course that is not to bad because you had planned on playing crab soccer or rolling in the grass today. So that does not mean much, just a little bit of a handicap. There is no way you can try to take a stand between the parent and that child. Because that child is really struggling. Mama said not to do it. Daddy said not to do it. You say it is going to be alright, that is a real trusting relationship. Would you know it when you did say that it is not going to hurt to do it, that was the only kid who tore his clothes. They are the ones I walk out to the car with and we are both scared to death! I can certainly remember when I was growing up I tore my clother that way. I came home and I completely fell on the floor. My Daddy kept saying "Lee, why are you on the floor?" I said " I need rest." He

said " I know, but you can get up". I said " I know", He said "just get up and we will play." He picked me up, and I would fall back on the floor. Then he finds the tear. I said "you know I don't know how that happened. I was coming home and suddenly I saw this dog and he jumped right out and tore my clothes." When you are frightened, you come from all kind of stories.

Trying to deal with what your image is. For two or three years I wore all white. I thought I looked like I was in the medical profession. To show you what the children thought, I went to about three schools a day. Arriving in a truck I opened the doors, threw out all of the equipment and the kids are on their way. When you finish this and run to the next place you may have a wreck. I will be the only person that has ever died in a wreck at twelve o'clock with a sandwich stuck in my mouth driving to the next school at the same time. I heard a parent say "are you still teaching at the school?" And I said "yeah sure". He said my kid said the other day that it was raining and the door opened in walked this milkman. He said that the milkman said he was going to teach us all these games. Since then I quit wearing all white.

When you finally get them into the gym, we know they are going to be close to us. If you are talking about dealing with the space awareness for first graders, you are not really getting at the issue until you step on somebody. He got to step on at least three people to get near the teacher. They have to get near to you. Some of the children tell me that they are going to see Mr. Jim because they always hear their teacher say "we are going to gym." So they say "we want to see Mr. Jim" It took them a long time to know my name was Mr. Allsbrook instead of Mr. Jim. So I started

calling them Mr. and Mrs. Kindergarten and they said "no, those aren't our names. So we are still working on that one. They do want you to know their names. They always say "I don't know why you don't know my name, I know yours". Then you go into this twenty minute discussion that there are four hundred children. They could care less that there are four hundred children because they tell you "I'm here right now and you need to know my name!"

I have one child that has learned to get attention by coming in pulling his eye lid down and crossing his eyes during the whole first few minutes of the introduction. If you want to learn to work under a real handicap this is one! This is his way of saying "will you check me out today?" I do not know how long he can continue this behavior, but Allen is holding his own right now.

Sometimes I'll ask the children to use their feet in anyway to travel around the gym that so partners are always side by side. It is a fun experience. They like the process much better than the problem. I think that is the problem with running. They only run fast enough to win. It is important enough only to get there first. In fact if they are leading and they take a minute to look over their shoulder, they will slow down so they can make a race out of it. That is a real luxury that I think we should enjoy... the fact that they do enjoy process.

I go to the beach in the summer and the Marines spend about six hours building women in the sand. Then they have a guard walk around. Meanwhile, the children are right beside him all day long making turtles, fish, and all other kinds of things. While the marines look at the product and guard

it for six hours into the night, the children after finishing their things delightfully jump on them, tearing them up, and breaking them down. They are saying, "hey, man, there's plenty of action in doing not looking at it after it is finished." Everyone is interested in the process of doing.

When I was developing space awareness I was starting at the beginning to find limited space. With limited space we then began to identify someone in order that we not only deal with the space and the people around us, but we are creating a tangible environment. The way it hit home for me was in the early years when blacks and whites being schooled together for the first time. I had a black child who had done beautiful work all year. All of a sudden, right in the middle of a tag game, she began running around in circles. I could not believe it!! So I stopped her and said"Valerie, what is the matter; why are you running at everybody?" she said, " I feel as though all whites look just alike , and I don't know what in the world to do!" Thus, this is to remind you even in your activities, children are adjusting, at looking at their world and struggling with the things going on around them.

Talking about running, dealing with the humor and the honesty with which children verbalize information, I asked Jimmy: "how about running about 400 yards today." He said " you know, Mr. Allsbrook, I'd like to but I just don't feel like giving up my breath today". Now you have heard of "giving out of breath", but to him he does not want to run because he does not want to give it up. So sometimes the way they use words to manipulate conversation sounds very accurate.

Time to rest and have a teachable moment. You see the magic moment coming that you can enjoy...sitting children down for just one time in your

life when they are going to want to sit down with you. So you get them and you sit them down. From what we know about children's activity, it takes a six year old about ninety seconds to recover. Now if you put the time on yourself, by the time you get them all in and sitting down the ninety seconds are up. And you have not even started the program you are going to talk about for today! So there is a real conflict in dealing with that kind of time and space effort that children put into things. They say that for a teacher between the ages of twenty-five and thirty-five, ninety seconds of rest time for a child is going to take the teacher ninety minutes to recover. So the real conflict there is that you are looking forward to sitting down just for a short time while the children have already recovered.

We talk about the heart sometimes. I ask the children " what do you think is happening right here? they said " something is vibrating", "something is moving around", "something is shaking". I was the only one in the class who said "something is thumping" I was the only one who had a vocabulary that was that limited. All of their words were richer, all of their words had a lot to say about what was going on. I was the only one that picked a very low key word. They picked a lot more exciting words, a lot more about what was really going on. I asked the children when do you hear the heart beat. I thought they would all say, " when you run, you hear your heart beat." What did they say? They hear it right before they go to bed at night; they put their ear on the mattress and right before they go off to sleep they can hear their heartbeat. You know how the problem is? It has been so long that we have heard our hearts beat. All of those pleasures are gone. Children still hear that, that is a part of their life everyday.

Stillness. I am just beginning to understand that for a child to stand still they use the same amount of energy as we do when we work and run. When you ask a child to freeze, they are really using energy to stand there. That is hard, physical work for a child to do. Don't forget we have learned all kinds of tricks. A child has not developed all their balance, so they always move just to keep a balance. We have learned all different kinds of ways to balance so that you do not have to go anywhere.

Second graders were taking off their shirts in August and throwing shirts all around the gym saying "we're hot". So I thought a teachable moment was here to sit down and talk about what make children so hot when they exercise. We sat down and I said " Can you figure out what makes your body so hot?" First, let me tell you about Byron. When he was in Kindergarten I would go by in the morning and he would be reading the editorial or the front page about the coal miners strike or something like that. In the first grade, he was into weather, he could show you the arrow and where the snow front was coming through. While all the other children were painting, Bryan was giving the weather report. Bryan raised his hand and said " Well I tell you, Mr. Ilsbrook. Tomorrow is my birthday, and what I think is happening is, the five year old is trying to get out of my heart and when they both get in there they get to fighting and I get hot." So when your body gets hot, remember it has to do with birthdays!

We weight and measure the children. It is an interesting concept. Second graders believe that if you pull your belt you actually get lighter and smaller. Second graders will get in line and you see them all pulling their belts. You say "what are you doing?" They say, "getting smaller ...

I weigh too much and I want to lose a little bit." They think that if you pull your belt you actually make yourself smaller and you are going to weigh less on the scale. Fifth graders can't believe their weight, girls in particular. They are not worried about who is looking, they are just saying "I can't believe this." They get off and they say "maybe I better try this over, I don't think this is right. These scales are just like the ones at home." They get off and then they ease back in line. They think I have forgotten, and they just want to check it out once more. We have a child that weighs over 250 pounds. The child was brought there because of special education equipment the training provided. She was able to jump 14 inches on the physical fitness test, and she dressed everyday, never missing a day of physical education. Probelm was at home. In fact, I found that out because I called the parents in to say lets talk about your childs weight probelm. As I stood up I heard someone say "whats wrong with my child's weight?" And I realized I was really dealing with a lot of needs at home as well as those other kind of needs. Tony looked at the scale up there and on the end it said 250 pounds capacity. She said "Golly, Mr. Allsbrook, when you weigh 250 pounds you are in captivity!"

We try to do some instruction in the area of sex education. That is fascinating, especially when you go through the first year and you teach the plumbing. Then you start to deal with values and you find out you got a different set of values than your children. It is certainly a trying experience when you get out of the gym and try to learn to do a lot of verbalizing with the children. I had one child who watched a whole conversation I had and never broke eye contact. I kept thinking I have never seen

it but no doubt about it, she kept looking like I am on every word. When I got through the child was about three inches from my face. She said "Mr. Allsbrook can we eat at the break?" The child was not ready for sex education yet. What that child was ready to do was to have an apple when it was break time. That was her only interest and she had not heard a thing I said.

I asked children "How do you describe somebody that is old." One child says an older person has "rows" in their face, I had to figure that out. Perceptually that is interesting... rows in their face. I asked a child " how do you explain smooth skin?" We were going to talk about surgery that could make you have smooth skin. The child said to first stop smiling. This child thought if you had a smooth face you just were not smiling enough.

Games and sport experiences. If you ask them what was their score when they leave the gym, you come up with all kinds of things. Usually they have not thought about the score until you brought it up. But since you brought it up everybody there has already won the game, that is for sure. It usually starts like this "I beat him 73 to nothing" and the other child says "seventy three to nothing? I beat him 63 to 1" You create an environment that you are not going to be able to control. If you ask children " is there any reason you want to tell a story about the score? Mr. Allsbrook doesn't care, he just thought it would be something we could share." They find that teachers like to hear scores and if you ever use your voice to reward a score they will get bigger. An example is if you are recording physical fitness scores "Maryjane how many"? 16, "good" John! "Eleanor? "28" alright Eleanor" "Jim? "29". "say hey, baby, alright", "Mary Lou? " "63"

"right on, right on, right on" " you know what is happening?. In your voice you have just made value judgements. You gave more voice to high scores. Then the children started coming up with all kinds of scores they were going to get higher and higher. Thus, it seems like children say they tell us scores because it is what turns teachers on.

I had a child that came from a parent background where both of them were surgeons. The kind of child that you think "I really need to help him because I do not ever think he is going to like Physical Education". He is into everything, but he never gets time for Physical Education. I had better feelings when I read that children of higher intellegence do not really get turned on to the things we introduce until later on in life when there is more strategy involved. But at that point they do not have to skill develop. However, they unconsciously try the strategy because its something more related to their IQ level. We were playing four horse square. I had all the tape down here. I had it all figured out. Thus, this was a good lesson to really turn them on. I asked "how many sides do you think a square has on it?" We all look down there. Most kept saying one, two, three, four. They called them out to themselves. Bud said "six"! And I thought,"oh my isn't this something, everybody else knows and Bud is up to something." Have you ever looked at a square block? Have you taken a play block and counted the sides? Bud counted 1,2,3,4,5,6... three dimensional!! At the time he told me this, he was hanging on a see-saw rack hanging upside down like a bag, while the other children were looking. So Bud was doing three dimensional work while all of us were going 1,2,3,4. I thought during those early years that the quickest way to get a child to

discipline was to give them responsibility. Not that you are rewarding that behavior but you put them on the spot and they weren't listening. So I turned Bud around and said "Bud I know you kept up with everything I said." (I was really saying "Bud you haven't been hearing a thing I've said") "So will you take over the class because I know you'll be able to go up and teach today, because I have already seen that you followed all the rules" Bud said "thankyou, Mr. Allsbrook. Alright, I need 4 people right over here; we need to get them over here; get your balls and you need..." He did it! He took over the class correctly everytime I asked him. He knew everything that was going on. He reminded me again that a child does not have to look at you every minute of your life to know what you are teaching.

Fitness testing. I think the best cartoon I have ever seen, which did not have anything to do with my own children, was a child that turned in a score of "2 pull ups and 1 eye up" -- they want a little credit. How many of you have had children who know that every fitness test in the nation could be won if they could just turn their heads around the other way. We do have a day that you can use your teeth to hang. You can do anything; just get on the bar and show me whatever it is you want to show. You can do well on the bar. And I think that is all the child trys to say "I want to look good. I want to be the best at something. I didn't think that was very good because you told me what I had to do to do well. So just let me show you something I am good at"

A clue to the eighties. During his physical fitness test a sixth grader came up and said "Mr. Allsbrook I do not want to take the 50 yard dash test tomorrow." I said "are you injured or are you on training programs

so you will peak on a certain day?" "Well ah, I just know that I really shouldn't run tomorrow" And I said "just give me a clue so we can change the program a little bit." He said "you see I got in the airport yesterday and I got one of those birth rhythm charts. Now if I was married, my sex life would be great tomorrow but my running would be awful"

Dancing. We know children love dance, but there is a way you have to play the roles. Your first grader is going to dance. It does not make a difference as long as you have a partner go right ahead. Second graders are alright. Third graders do a little bit of checking out by looking at someone else saying "oh let's do this". Fourth graders like to physically run in either direction "guys on one side and girls to the other. Fifth graders like to usually pull the sweater down over the hand. Sixth graders like to do the wipeoff. The thing about it is, that we were doing it when we were in school. Things have changed a bit but it still has the same pattern. But it is important to play the role. The child that rolls on the gym floor and foams at the mouth because he is going to dance today is the child that says "why aren't we going to dance today". And you say " I do not really believe this, this kid is driving me crazy." You can tell he is playing the game. He just said it loud because thats the part he was supposed to play.

Spring. I have a broom with which we try to keep a german shepard from coming on our playground. This is hard work trying to take over a german shepard, because he is not going to leave. You know that even if you do, the children are going to hate you, because you did. This dog has learned for me to stand on the broom and while I'm talking he will come up and pick up on the broom. If I turn toward him I have had it. He will

definitely win. So to the children that is a highlight of their spring.

You ask children " what time is it?" Funniest one I have ever heard, that someone shared with me was " it's later than it has ever been before!" That is philisophically heavy! If you are in the classroom and you are teaching a rainy day lesson, you say, " would you go out into the hall and see what time it is, " because that is the only official clock. Your watch is not official. That is even in a case of nuclear attack; the school clock is official. Most of my instructions are "Mr. Allsbrook, the big hand is like this, and the little hand is like this." Thats the best we can do on telling time.

It is helpful to know that the leader sets the example when we all walk back. "John the best leader of the year will be walking us back because we know the teacher wants us to walk back. We've made the walking rule for the safety protection of everyone." John would you walk the class back? "Yes sir, Mr. Allsbrook. Everytime you said "walk" it was mostly for your own entertainment and you were the only one that heard it.

Evaluation. What did you learn today? Make sure you ask them this because they are going to make up some cool information when they go home. "One thing I learned today was that if you get hit in the stomach, be careful not to vomit on your friends."

Changes. I asked the children "if you could change Mr. Allsbrook for next year, how would you change him? What would you do to him? How would you change him?" One child said "well I tell you, Mr. Allsbrook, if I had to change you next year I would change your beltbuckle." Do you know why he always wanted to change my belt buckle? That was where his world was all

along. His head was even with my belt-buckle, and he was tired of looking at it. So for one child the most I had to do for the next year was to get a better belt and change my belt buckle.

Take time to smell roses. Children are the ones to know that there is a bird's nest where the bird comes there every year on our steps and something special is going on. You are the only one who doesn't know that. You are the only one that does not know where the ant pile is and you step on the ant hole. And the children say "golly, I don't believe he did that! You are the only one that does not take time to smell the roses.

Now I want to share with you about Laura. Laura demands attention. She tries to get it everyday. She drives me crazy. She follows me around the gym. Everywhere you look there is Laura. She does not believe you are going to circle the gym and get back to her. Even though you are doing all the observations skills and you keep coming back, she does not believe you are going to be there, so Laura will always come to the front of the line. So, I can get her to just stand still and not keep bothering me, I put my hands on her shoulder so she'll know. Mr. Allsbrook knows Laura is here and I will talk to laura in just one minute but I have to get everybody in line. Laura comes running in one day and she is about to drive me crazy even though I have my hand on her shoulder, and I suddenly felt this cool breeze blowing through my legs. I suddenly realized as I looked down Laura had just unzipped my britches! I looked down and she said"Mr. Allsbrook may I have your attention". I said "Laura, you certainly have".

You need to take pride in what you do, feel good about what you do and know that you are doing the right things or doing things that you feel

like are important to children. In the Physical Educator this poem contemplated about what physical education is:

WHAT IS PHYSICAL EDUCATION?

Norman Stanier

Physical education is:
a child and a body,
the discovery of what can be done with this body
where it will go, in what direction, how far and how fast and how high,
will it bend, will it stretch,
will it hurt, will it break,
if so, who said, and will mine?
Can we do that task this way, or how about that,
with a ball, with a hoop, with a ring,
by the wall, by the bench, better still on the grass,
why not upside down, over there,
with a swing.
Physical education is:
learning how to learn and finding out how it is guided trial and error and trying again,
it is gaining of basic foundations of body awareness
and the discovery of joy in moving and doing.
It is progression and moving forward,
it is discovery, self actualization and finding out about physical self.
Physical education is:
you and your body,
it is other people and their bodies.
It is sometimes a task that one and one body cannot do,
but which two and two bodies or six and six bodies can do
It is pushing and pulling,
it is running and jumping,
it is falling and rolling and sweat.
It is beauty, symmetry, balance rhythm, poise, elegance and shape.
It is big muscles doing what they're told, and moving you down the field, across the gym, through the water,
up the bars, over the box, under the beam, around the room
and through the mud.
It is strength and control.
It's thrust and it's drive,
and it's power and it's speed and it's trained.
Physical education is:
the realization that your body is not a prison,
but that it is a transport system.
It can move you and your self to different places,
different experiences,
different times,
succeeding years and to and through a variety of relationships.
Physical education is:
the utilization of a unique learning machine.
Physical education is:
a human using his/her body,
who's been and who's lived
who knows how far or how high
Who's been and who's done and jumped and who's moved and now, knows better the why.

So Physical Education for us is a lot of complicated things that the children share with you.

Time to go home. You know that two or three of these statements will be true for you, "everything hurts," and "what doesn't hurt, doesn't even work", "you look forward to a dull evening". Your back goes out more often than you do, "your knees buckle and your belt won't ","you finally reach the top of the ladder, and you find out it is leaning against the wrong wall!" Have you ever noticed that the children can not believe that you actually left the school. You were seen in the grocery store...we have some other type of world besides being in the gym. It is important that we take time to let them know we care about things that happen outside the gym.

One of the excitements that I get being around children is I find something I like to do. Shirley kids me by saying I am probably the only person that forgets to get my check. Thats not the luxury of having money, it is the luxury of being so excited about the things you do. It's what David Melton wrote as a closing remark:

ALTHOUGH THE DAY IS NOT MINE TO GIVE
I'LL SHOW YOU THE MORNING SUN

I hope that in these years,
I here attended to more than skinned knees
and cut fingers.
I hope that somewhere, in the everyday,
that I have not overlooked
the needs of your heart,
and the growth of your spirit.
I hope that somewhere in the while,
there was enough worth the while.

As you prepare to chart ne pathways
of your own,
When we come to the path that only

you can see,
Or come to a hill that only you can climb,
I promise not to hold you back.
Instead, I will encourage you to go on.

There will be no goodbyes for us-
no farewells.
For as you leave, a part of my existence
will go with you.

You know this is true. We never do remember to tell sixth graders goodbye. And if you really think about it, it is because they are going on. There is a part of you that knows them and you are not going to ever forget them. They always come back and tell you the gym looks a lot smaller than when I was here last year.

Thank you for letting me share with you tonight about children.

Introduction of Terry Orlick

by

George Graham, University of Georgia

We are very fortunate to have Terry Orlick with us. Since many of us do not know Terry and rather than simply going down the vita and reading his professional accomplishments, I asked him if it would be alright to introduce him a little bit differently. Therefore, I am going to chat with him for a few minutes, so we will get to know him not only as an author, as a scholar, and as a professor but as a person. Let me start at this question:

Q - You have degrees from Syracuse, College of Williams and Mary, and Alberta. Could you within your formal educational experience, within the actual colleges, cite a person, a book, or a formal learning experience that really had an influence on the way you are thinking and what is happening?

A - There are probably several experiences and perhaps some of the negative experiences are what motivated me to look for some alternatives. One was being at Syracuse University and as an athlete seeing how the educational system treated athletes in terms of their grades, of what they learned, of not going to classes and still getting degrees, and of going out to teach physical education in schools because they did not make the pro's as they all had expected. So that was one experience which was pretty significant in my life. I am not sure if that is

the situation now or whether that kind of thing still goes on. But it certainly was at that time because I was apart of it.

After Syracuse in terms of relating to people my experience at William and Mary and experiences with people that are sort of semi-southern, I guess, in Virginia. I was in counseling there, and I think it reinforced some of the feelings I had about being able to relate to people better, and being able to listen to people when they speak. Then at University of Alberta there was more of an opportunity to focus on children and problems of children in sports through my research. I believe those would be the most significant things.

Q - We would be interested in hearing about your athletic background experiences. Was there anything specific that sent you into the cooperative as opposed to competitive area?

A - When I was younger, we used to have a family acrobatic act. My father was in the circus and we used to have an act that traveled. There was a certain level of excellence that we were seeking as a group which was a cooperative kind of endeavor. I brought the family close together I also competed in gymnastics but on a kind of a personal goal basis rather than for the most part a highly anxious situation because I had personal goals that I was trying to seek out. Probably the most influential experience was interviewing hundreds of little children; sitting across from them, and listening to them on a one on one when their telling me the things that turned them off, how they were left out, how they had wanted to participate but they could not, how people made fun of them, the feelings of rejection, and some children almost

coming into tears in front of you. Being on a one on one basis rather than reading it or hearing it probably was the thing that motivated me most to look for alternatives with those little children.

Q- What does Terry Orlick do? I am certain there would be one typical day. I suspect you do not have the luxury of sitting and writing all day, or you do not have the luxury of working with children when you like. What is a day like for Terry Orlick?

A - I get up very early, because I have a daughter who is a year and a half old who gets me up very early. My life over the last couple of years since her birth has changed quite a bit. Such as I can no longer set certain time lines and expect to meet them. But in the general day I get up with her. I try to spend as much time as I can with her and playing with her because I enjoy it. Also I learn a lot from her, and she has influenced a whole new area of games for me; parents playing with infants and young children and little children playing with little children. Then I go into either the University or since we are organizing a big international congress, I might go to do some work there. Sometimes when I come home I try to get outside; I really enjoy the outdoors. I do a lot of cross country skiing, canoeing, walking, and some jogging. Several days a week I reserve for writing. I used to accept more talks than I do now. I am really quite selective because I feel that my time is precious, and I do not want to spend a lot of time away from my family.

Q - One of the notions we have is that writers have this neat little office somewhere, where they work. It is absolutely quiet, has

solitude, and you look out over a forest. Is writing like that for you? If we saw Terry Orlick writing, what would we see happening?

A - The physical environment outside my office is in an isolated place. For a while I lived on a lake and now I live on a river.

Q - Do you write at home?

A - I write at home, but my office is an absolute mess. There is stuff all over the place. You could not find anything in there; I am the only one that can find it. I think that is one of the reasons I write, I want to get it down before I lose it.

Q - I know the feeling. Fifty years from now, Terry Orlick with his gray beard and people are at a conference talking and they are remembering "yeah, Terry Orlick, I remember him." What would you like them to be saying about Terry Orlick and his contributions?

A - I never thought about that, I am not so sure that I am interested in people remembering me. That is not really important to me. I guess the most important thing is that somehow some of my ideas might effect some positive change, a few values, and allow people to live a little higher quality of life or at least to slow down the insanity of certain parts of what we call progress. If that happens then I think maybe I have done a little bit anyway.

Terry Orlick we are delighted to have you with us.

WINNING THROUGH COOPERATIVE GAMES

Thank you. There's a new style of introduction. I enjoyed that. I will start by reflecting on a few issues. I am going to play a record which

for me points out some of the problems specifically in the area of children's sport, and one alternative. Then I will talk about other alternatives. The record comes from a national lampoon album. It is called "Alternative Child".

- R E C O R D -

The point of that little clip for me is that we are heading in that direction. It may seem a bit extreme; but the more I work with the young kids and the more I observe programs, the more I see that there are problems and that there is a tremendous over emphasis on certain kinds of numerical outcomes and an under emphasis on humanistic kinds of outcome.

I want to take you through the last ten years of my work in capsule. I will start with some alternative programs in the cooperative games, and then I want to move into more recent work in other cultures; looking at other cultures and looking back to how people used to play games before we industrialized games and before they became focused on monetary kinds of outcome. I have a series of slides that I will show you.

I know you do not have snow in this part of the world, but I will tell you what snow is like. It is like a white cold sand, and you can form it into different kinds of shapes. This slide is a Peanuts cartoon about the last snow man. "What? That's it, Charlie Brown, from now on all snow men have to be made under adult supervision. Read this. Snow Leagues now being formed, rules and regulations, teams, age brackets, eligibility for playoffs. Playoffs? Where are you going in such a big

hurry? Snow man practice. I am on the Silver Flakes. We practice every tuesday and if I am late my coach will kill me. You better get on a team big brother. You can not build a snowman anymore unless you are on a team. Go Silver Flakes! Boy, what a dirty deal. That stupid referee! We had it all won. We had it all won. We made the best snowman our team has ever made. Then you know what happened? The stupid referee penalized us for improper mittens. Improper mittens? My tea[illegible]nning, big brother, we're winning. What's that? Off side? How can a snowman be off side? Stupid referee. Why can't kids just do things on their own? Why does everything have to be organized? Why do we have to have trophy's? Who cares who wins? It's not wise to lie in bed at night asking yourself questions you can't answer!"

It is that kind of feedback that led me to look initially for cooperative kinds of alternatives. That does not include only cooperative alternatives in the games areas, but also in classroom settings, children teaching other children, in other kinds of situations parents interacting in more cooperative ways with their children, and so on. The focus will be initially on the games and the creation of cooperative games.

We set out the certain objectives with our games. We wanted to create games to fulfill these objectives. From our own work and other work we realized that you can increase the liking of others through games, you can increase liking for physical activity, and you can increase self-esteem. You also can do just the opposite. If you have highly competitive situations where you put people against people, often there is a decrease in liking for others and disliking others. If people feel like failures

within the activity, they also tend to dislike the activity. They don't want to be involved in that activity, and sometimes they do not want to be involved in any activity. If you make people feel like they are losers and rejected, also that can effect self-esteem. Obviously we want to hit this on the positive side.

The initial games which we tried to create or pull from wherever we could, had four components to be a good cooperative game: 1) That people cooperate within the game; its necessary that they cooperate within the game. The structure of the game is cooperative. 2) They feel that they are accepted within the game rather than rejected. 3) They have the opportunity to be totally involved at any time they want to be involved. And 4) The games are fun because if they are not fun they are not going to play them.

The difference between cooperative games and other kinds of games relates to the structure of the game; how the game is designed. If the game is designed so that the only way to achieve the objective is by everyone working together, or two people working together, then it is a cooperative game. It is not a game that you play against anyone else. The simplest activities that we began with were for kindergarten children. Simple things like balancing a ball together; touching your knees; touching your toes; putting the ball on all different parts of your body: behind to behind, stomach to stomach, anyway you want; having a creative opportunity within the cooperative challenge.

We turned around traditional games of elimination or rejection such as musical chairs. In the traditional game, you remove a chair and one

person is left out. So that little girl is left out, not feeling too good. Then we remove another chair, and another person is left out; we continue this process. We have lots of these games of elimination, which do not make much sense to me. How do we change that to make it a cooperative game? We still removed chairs, but the challenge was to fill the chairs together; everybody remains in the game.

This is a slide of a game with people in individual sacks racing against one another. We used big sacks and they play together, trying to move the sack, roll the sack, doing something with the sack. Actually this sack game went over quite well with the university students. One of the guys in my sport psychology class told me it was the best thing that happened all year when we went out and played All in the Sack. He said he had been trying to get in the sack with this girl for the whole term. Finally he did!!

Games of tagging out are turned around to keep people in. You have a bean bag on your head. When the bag drops, you are frozen. The only way to be freed is if someone puts the bean bag back on your head. What it does is turn the whole thing around so at the end you can ask "how many people did you free? How many people did you help?" as opposed to "how many people you put out?"

The whole idea of the games which we initially put together was a totally different concept of a game. If you look at the traditional definition of a game, it is necessarily competitive in many of the books. It was not easy initially to find games that were not or even to think up games because of our conditioning. But the more we got into this, the

easier it was. Now I can turn almost any game around into something that involves and is cooperative in the orientation.

In the first groups we studied in terms of the spinoff effect of games. My ultimate objectives reach far beyond games, because I see play and games as an important medium for developing social values and certain kinds of positive interactions. I think its important that people enjoy the playful part of life, but I also think that there are important lessons that are learned. I believe in this the more I work with younger children. Thus, we had kindergarten programs that were totally oriented towards the cooperative focus.

This slide shows general movement types of activities. We put people in groups and have them do them in groups. Here the children would be asked to make letters, shapes, numbers, animals and so on. The only stipulation was that they did them in small groups, and everyone had to be apart of the activity. This slide shows the letter "one" done one way, this one shows another "one"; this is a "three". Here are preschool children doing shapes similar to these letters but a little simpler, and they could choose as long as they were with one or more people. There is a circle of heads; here are older kids with x's and double x's.

With the preschool children, who are two and a half and three, initially we needed a structure within which kids could play in a cooperative way. So I used these hulu-hoops in order that they had their own space within the hoop while they worked together in terms of running to the music. Everytime the music stopped, they slipped more hoops over more people. Cooperative musical hoops we call this.

We did lots of hugging games with the preschool children. Hugging games where we are playing music and skipping around in small hugs and then bigger hugs, and different types of tagging games with hugs. Some of these same kind of games we have introduced with older kids with a bit of variety so that there is more challenge. There is this thing against touching in our culture; you are not supposed to touch anybody. We try to take the tubu off of touching by playing an active game we call "huggers"; other people have called it "hug tag". The only time you are safe is when you are in contact with someone, you can not be tagged. Because it is part of the action and part of the game, it just happens, people come flying into each other to be protected from a tagger. It goes over quite well, you can either touch with hands or touch with balls.

Logroll, this is the same concept; just rolling in one direction someone takes a rider across the top. These initial activities are all in that cooperative sports and games book. Or most of them are.

Games like the creation of animals putting mats over people, big turtle. Games do not necessarily work immediately with preschool children. It took quite a few times putting a mat or a blanket over them to get them to learn how to work as a unit because they did not have that skill at two and a half and three years old. When we put the blanket or the mat over them, they used to lay down and went to sleep on the ground. Eventually they got it.

The more cooperative the culture the more readily these cooperative skills are. They certainly are learned, there is no doubt about that.

So by providing people with this kind of learning experience at an early age, they are in a much better position to utilize it in different settings.

With our observation of preschool children, we find that the most competitive and agressive children are the least liked children. When you ask questions like who would you like to take on your special picnic or special party, the ones that are breaking down there castles and the ones that are hitting, pulling, and screaming even at three and four years of age are not liked by the other children. It is because they do not have the skills of interaction, they do not know how to interact in a positive way.

Moving equipment. Even at preschool level, the children move their own equipment. They work as a unit to build whatever they are building. Here they are building a mountain and they put the mat which is the grass over the mountain. There they are building a catapillar or some kind of animal that goes over the mountain. The same with moving benches and so on; they get a great sense of satisfaction from moving those kinds of things themselves. They also learn that there are certain things that you can do together that you can not do alone.

Balancing activities. We try to build in a little bit of empathy. Initially we worked with some children who had perceptual problems to try to get them to just be aware of the other person. Then we tied it in to different balancing activities. Here the person on the bench would be encouraged to tell the partner that they were coming to the end of the bench and that it was time to step down. We try to tie those kinds of

things in to the hidden curriculum.

Parachute activities. We do quite a bit with parachutes. Obviously it is a cooperative activity. It is hard to inflate a chute by yourself unless you jump out of a plane, thus it is a natural kind of thing for a cooperative enterprise. We will be going through a few of these activities tomorrow. I expect quite a few of you are familiar with some of the parachute activities.

There is a park near the Parliament Buildings in Ottawa not far from where we live. We have had some cooperative play days there. We use these large balls now and then for certain activities. I have a bit of worry about them in terms of the safety aspect. So for lots of activities I do not think they are appropriate, but it is a novel kind of thing and they like it.

Collective score games is another area. There were a few demonstrated here tonight where you keep balls going. Or you may have a collective objective like collective marathons where children run a marathon not by themselves but many together. They can tag off or throw things for distance, adding up the score. It tends to take the emphasis off one person having to perform and everybody else watching, putting added pressure on those children.

Simple balls, hitting them over. I use the beach balls or balloons because they stay up in the air longer and it allows children more success. Some games involve going under the net, switching sides. Those were initially developed for integrating boys and girls where the boys start on one side and girls on the other; everytime the ball went over you would

go under the net. The objective was to change teams. The first boy would go under and start feeding the balls to the girls, which they did not do before, so they could go under the net.

This was the blanket ball game you saw tonight. You can add balls to increase the challenge. The important part of these kinds of games is making sure that the challenge is appropriate for the group. They can tell you that, and they can change the game so that it is appropriate.

In classroom learning each child is given a part of a lesson, a paragraph about a person, for example, an autobiography of someones life. Then they have to share the information. We did the same thing with games. We cut the game into five rules. Then the children came together, each gave their little bit and put the game together. They got the equipment and played. It does encourage interaction and inter-dependence within the group.

The semi-cooperative games maintain a competitive structure, that is, you have one team versus another team as your traditional games have, but you try to somehow increase the cooperation within the team. That may be by simple things like everyone or a certain number of people have to touch the ball before a shot is taken, or groups making certain rules about how they respond when other players miss the ball or bitching at referees or whatever. There are many areas that can be discussed and agreed upon. Then the group controls and makes sure that what they agreed upon is carried out. It takes out the necessity of other people, authorities, coming in and saying "oh, you're not supposed to do that". You say "well, didn't we agree upon that?" "oh yes, we did", "OK, well what are we going to do

about it?". This puts the responsibilities back on to people within the game.

Having options for scoring is another way of having a semi-cooperative game. Balls that can go in nets, hoops, or basketball hoops. Progressive difficulty when the person has an option. Scores all still count but you have the option in terms of how you score. That is an Indian game which we will be playing tomorrow.

I think it is really important for groups to work together and groups to create their own games. I use it at all age levels. A lot of the games that we have come from children initially. Often I would go into a classroom and talk about some of the problems they were experiencing in games or some of the feelings they had in games then I would let them create a game in a small group. Even at preschool level children can create games and teach each other games. They really seem to get high from the process of the creation and also sharing that game once it is created. That was one, a simple game pulling people around on their bellies and exchanging.

In terms of the overall impact of these games on social behaviors, we have done a fair amount of work now at preschool and kindergarten level. What we do is we have several people go in who are not familiar with the program, sometimes a competitive games program, sometimes individual oriented programs, or sometimes nothing. Then we compare groups at the end to see if there are any differences after eighteen weeks of games.

We also do this type of thing on terms of assessing whether people like the games or not. Often you will get some feedback from four or five people or maybe only one or two in a group. They may respond verbally, but you do not know if that is how the group is feeling. Often it is not. Especially when I introduce a game that has a different kind of concept, you may here a few people say "oh, that is stupid; that's not what they do on TV". So your initial reaction may be to backoff and say "gee, this is not working, I better go back to something else." But when you then ask every child individually it is often not what the group is feeling. They are just keeping their mouths shut. So I find that it is a good way to get a quick assessment and I did that with most of my games. It just takes about two seconds to scratch one of the faces and throw it in the box. Then I would add them and average them.

I do not see these games as something rigid or something that has to be the way they are. I see them as being very adaptable. The children should in fact change aspects that do not work and improve upon them. So I always ask for feedback from people and then I use it as immediately as possible. As soon as I have done this, then they really start giving me feedback. When we do these studies we have found quite consistently increases in cooperative play behavior as compared to the other groups. Also we have found increases in contact and helping behavior in other settings such as kindergarten classrooms, cleaning up and that kind of thing. The most dramatic effect we have had so far was a result of a video-taped program where they watched games on video-tape and then were allowed

to play. The visual modeling had more overall effect than if I had gone in and taught the games in a lot less time. It makes you wonder also about the impact of what people watch on TV; the violent cartoons, all of the negative modeling you see in films and in professional sports, and so on that is totally inappropriate for young children. That medium could be used in a destructive way in terms of our socialization of people or it could be used in a very constructive way. The problem is tapping into it because there is not a lot of money in promoting helping and sharing behaviors even though it may increase our quality of life and allow us to survive. For the people who are looking only at monetary gaines it is probably not the most immediate way to get it returned. So that is a big battle that lies ahead. At this point we are finding those little children before they are too heavily conditioned into competition and aggression . They are learning to help each other out.

There is one other area that concerns me in school in general and it relates to molding people into certain kinds of behavior that does not allow for individual creativity. And there is a song that I would like to share. It is called "Flowers are Red" by Harry Chapin.

- R E C O R D -

By traveling to other cultures I am able to see flowers in different colors or at least broaden my horizon in certain respects. I will share briefly three cultures which I visited in terms of how they play games and certain of their games. I am working on another cooperative games book which has cooperative games from other cultures, lots of games for

very young children, and strategies for humanizing competitive games. Keeping the competitive element in but making it a little bit more bearable for the competitors and for their opponents.

Probably the greatest exposure I have had to another culture in the extensive way has been the Inuid , the Eskimo people in the far north. They live in a very vast land with very few settlements around. They are very small. This would be one of the larger settlements, maybe a population of about 300. You would go a thousand miles before finding any other settlement. The most remote settlements still operate quite heavily on fishing, hunting, and trapping. They take a whole different value and a whole different perspective into life. They seem to enjoy living more than making a living. I have learned a lot from them. Each year they have something called the Northern Games which was an attempt to hold on to some of their traditional values through games and through arden and through different kinds of cultural events. In the old days people came together in dog sleds at certain times and had these celebrations of life. Now people come in planes, and they set up a tent village. They set up about forty tents because there was really no other place to stay. People come together and spend four or five days playing, dancing, and sharing their arts and crafts.

I will show you some of their activities. This is one of the traditional activities, it is a blanket toss, but it was done with skins sewn together. It is like a trampoline but propelled by people. They have hundreds of little activities that have a twist of humor, that are also collective kinds of activities.

This is a four man carry. Four people some how perch themselves on to one other person. Then the guy will walk as far as he can before collapsing or before they fall off.

There were some interesting old skipping games which were used during these times of celebration. Some were made of sealskin rope. Some that had a larger hide over the rope, like this carabou hide that is wrapped over the rope. We will try this tomorrow; it is a fantastic skipping game in that you have to jump very high to get over it. They have a rule that you have to keep watching the skin. Which means you have to jump and you have to turn, you have to jump and you have to turn. It's played mostly by boys and young men which is interesting for a skipping activity.

Most of their games could be done in very small areas because they lived in ice houses in the winter, igloos. Thus, they adopted games so they could be played in a large ice house. Some of them involve kicking. The 2 feet high kick or the 1 feet high kick. One person would hold the thing or hold their hand, and other people would try to kick to touch either a hand or in some cases a piece of skin that was hanging off a stick or hanging off the ceiling. This was a one foot where you had to touch the thing with one foot and land on the foot you kicked off of. So the foot that is in the air is the foot he has to land on and maintain balance upon landing. That little piece of skin would of been hanging off the center of an icehouse, you only need an area from here to there; you take two steps and you kick.

There are lots of dual gymnastic type of activities where two people work together. Here the top person is to keep the body straight, an eskimo push-up, while the other person is to stand up.

Here is one where they take either a bone or a stick; one guy hooks his arm on it and the other people carry him around as far as he can. Most of their activities, as was the case in most traditional cultures, people created their own playing instruments and their own play things. They did not go out and buy them. They made them and they adapted them. Their parents made them and they made them together. That was apart of the process.

They have some activities for women. One is called the Good Woman Contest in the northern games. Good women were women who had certain kinds of skills. They could skin. They could make banik and tea. They had good coordination, and they were able to help support a family. They added a good spirit to the whole situation. Their good women contest has nothing to do with people walking out in fancy dresses and how good they look on the outside. It relates more to their skills and how warm they are on the inside. This activity is tea boiling where they all line up. You can see the tension on everyones face (joke) ready to start off the race. They run down in great "fear" to get their wood to make a fire, grab their firewood, and boil their tea. Once the tea is ready, everybody shares the tea. The samething happens with baking bread on a pan and other kinds of skinning activities. There is always the sharing at the end of the activity. The competition even though its set up in a competitive way in a sense, there is no loss of face of being less good. There is no real

concern with the outcome; the process is the whole thing, and the sharing at the end. It is true in all of their games, they take a beautiful value into a game.

These shots were taken last summer, when I was up for a few weeks into a quite remote area. The free play of the kids is really beautiful to watch. The amount of physical contact, taking care of brothers and sisters and other little kids, and creative play like this was an old piece of siding that they found. They made a slide out of it. This shot was taken about three thirty in the morning. There are twenty-four hours of light in July, so there are no restrictions on children in terms of when they can play, when they have to sleep, and so on. If it seems like its right for play they play.

This was one game that I had watched called "People of the Mountain" instead of "King of the Mountain" because they helped each other crawl over these bolders and then try to get lots of people up on the top of the bolder, instead of trying to shove them down. You still have lots of visiting in these kinds of settings. Maybe some of you have that outside the city. Visiting is still a big thing. You still go and see people. You talk to them and share your concerns. You do not have TV or radios, and you do not have roads. We checked settlements that now have TV and compared them to the ones that do not. TV takes a lot of time away from visiting. People stop visiting in order to sit and watch TV. Somebody comes over, and everybody is looking at the TV. So it certainly does affect leisure patterns and the amount of interaction you have with others. These children were visiting my tent.

This past year we spent about two months in Papua New Guinea, looking at some of the traditional games and aboriginal people in this one area in the North Solomons. This is a fairly typical village setting. It is set up really quite beautifully for play, because you have your huts in a circle or a square or some kind of a shape but in the center there always is a large area for play.

I learned a lot of things about cooperative play without having a lot of negative models. When you do not have people watching people bash into each other and you don't have children watching how important the outcome is, how important trophies are, and how important number are; they play in a totally different way.

Many doors were opened because I brought my daughter along with us on this trip. As soon as you walked into a village with a little baby in that area, particularly if they have not seen outsiders in many of these areas (never with a baby for sure), they really opened up. It was great. I talked to all the old people that I could find in about fifteen villages around this area, asking them about the game they used to play, how they played, what kind of spirit was taken into the game, and so on. A lot of that material is written in this new book. The same as with the Inuid, the children are allowed to take the opportunity to play when the moment is right for play. Like in this slide it was an afternoon rain downpour, and the kids were just loving it. They were out there running around under the edges of the hut, huddling together, and playing in a very cooperative way. It is the same in some of their evening games. They have games for full moon and they do not necessarily have to go to bed because it is dark

or because it is 9:00 o'clock or 7:00 o'clock. If it is a beautiful night, and there is a big moon, they have moon time games. They get out and enjoy it. Then they have a small feast after it.

The creation of play instruments and play things are very obvious in this culture. You begin to wonder when you see this process, whether by providing everything for everybody you are robbing them of an important experience. Here was a game that we needed flutes for, and we had no flutes. So I thought we could not play that one. But before I could even think about it, the children ran off and started chopping down some small bamboo, and within about ten minutes everybody had a flute. Every child made their own flute by sharing the few knives that they had. Then we played the game. The same thing happened when there was a string game we wanted to play. We were by the river, and they had no string with them. But they again got some fern, and inside the fern is a little thing they could pull out and tie it into a string. Then they played their string game. It made me think we really have to provide more opportunities for making your own things. They had only a few toys: a couple of tops of cans with a piece of wood or a piece of nail stuck through it which was a neat little push car, and coconut things on which you can walk around. They used all kinds of creative little things made with what just exists right around them.

A couple of interesting differences were found in tag games. Tag games were ended in a special way just in case any bad feelings were to develop during a tag game. At the end of the game one person would volunteer to touch every other person while saying "I take it from you,

I take it from you, I take it from you, I take it from you, and then touch a tree. There was an acting out of taking bad spirits that might have risen and putting it in a tree, and you know the game is over. This makes a lot of sense to me. They do not go around kicking in lockers because they lost or with heads down and everything else. A game is a game, and the game is finished, and let's get on with whatever is left.

Games are played which involved using peoples names. The most important word in the whole language is the person's name. Some of their games help you to learn names. Like this hide and seek game, the person with the head down calls out a little song "who will hide, who will hide", and then she will say, so and so, will hide. That person takes off, and the other girl taps her on the back. So she calls out everyones name, and they all will hide.

There were really interesting juggling games that the girls played in both an individual and cooperative way. And one game that I thought I would share is one version of a cooperative game that was designed to end in a tie. Getting back to the record I played earlier, trees do not have to be all in a row the way we see them. Here you line up coconut shells and you spin a top. There are two teams, and the objective is to end in a tie at the end. For example after my team has gone and your team has gone if when your team finishes the score is tied, then we have won. If its not tied, my team goes again, your team goes again, my team goes again and so on. We try to end in a tie which is not easy. Sometimes it requires great skill because you have to spin that top through these coconut things without actually hitting any. The challenge is there and

everything is there. If in fact you do end up in a tie, everybody is overjoyed. They use a fern scoreboard for this game. Each time my team would go, you would rip off about well three-quarters of one of those leaves on the fern. If we went five, there would be three-quarters of five of these things ripped off. Then when the other team went, for each one they got you would rip off the remaining corner. The way they knew that the game was tied at the end was when there was no broken leaves. There was no comparing teams; it was just if there were no broken points on the fern its a tie game and we have won. About eighty percent of their games were cooperative. But the competitive games that they had were ended with cooperative rituals.

These are some aboriginal people. We spent some time with an aboriginal group in Australia, looking at their play. We made up some cooperative throwing games. They love to throw things these kids, so we designed a few games that they threw balls, and so on. I had them try some of my cooperative games with which they really responded well because they had lots of skills to begin with in that area. Again they take a beautiful value into the game, and you do not have to tell them. I brought in a mini-tramp. I asked the kids to hold the cross bar to jump over. They automaticaly adjusted that for each child's ability level. I did not have to tell anybody anything. They lowered and raised it because it is part of the way they have been brought up in other areas.

For those of you who are interested at earlier ages in promoting cooperative response and positive interaction, I learned some lessons from the Chinese in terms of cooperative play equipment. They have lots

of equipment that allow children to play in groups of more than one. Basketball nets are lowered so that a six year old can stuff the ball. The basket also could be larger to have more success for young children in these kind of games.

Currently I am watching my daughter grow very carefully. There are so many gestures of giving that surfaced at a very early age at three, four, five months: giving food, trying to stick a bottle in my mouth, and trying to give the way that you are giving to her in return. What I think happens is that often we do not acknowledge those giving gestures, because it is easier to not do that. An example would be if she is trying to stick a spoon in my mouth at age nine months, she is having a little bit of bite,half of it gets in, then she puts some in her spoon and gives it to me. Probably the normal reaction is to say "no, no," and stick it back in her mouth, because it is faster and easier. We often do not acknowledge those gestures of giving. There are so many of them which surfaced that I can see it would be easy just to by-pass them. I make a special effort, and I think other people could also make a special effort to acknowledge and reinforce those things. Now at a year and half she plays beautifuly with other little children; all kinds of sharing giving toys, taking toys, and using toys together. This is because she has learned that at an early age, because her mother and I have acknowledged and reinforced this. This is a hat-sharing game with her little cousin. They just exchange hats or pots on thier heads. These are simple little play experences which allow them to understand that you can both use something and you can both have a lot of fun using it. You do not have to

be playing tug of war against one another because there is one hat. Now she understands that.

Often I am watching people with toys, and I notice the cultural difference here too. If two children are fighting over a toy, people tend to separate the children, or take the toy away, or give each child a toy. None of which enable them to learn how to work together. I think you have to demonstrate to those little one or two year olds that there is a way that they can work together. If they both are grabbing the book instead of taking the book away or giving each kid a book, I would make an effort to put the book between them and somehow let them recognize that they can use that together. Or when pulling on a little car, I would stick both of them on the car and push them around. Let them experience a positive outcome, a lot of fun, as a result of that experience. The same thing with these kinds of simple games seen here, filling a thing together, emptying a thing together. There are a load of little things that can begin so early which I feel if these kind of things were to happen early through playing and were reinforced, we would not have to be worrying about walking down the streets at night and somebody bumping us on the head. Neither would people be blowing each other away nor would people be so inconsiderate of other people, because they would learn from a very early age the value of other people, how to interact with other people, and how to be empathic with other people, I really believe it begins right here and it continues largely through play experiences and interactions of acting out the world from little children. Probably the most precious gift we can give within that regard is our own time, with our own little people.

Questions and Comments

Q - How are boys different from girls in perceiving cooperative play?

A - I found in our North American culture that generally little girls are more receptive to the cooperative kinds of games. I think the value they take into the game is more humanistic generally speaking. Although at very early ages, three and four year olds, there really is not much difference in terms of their willingness to accept these kinds of options. As they get older especially upper elementary, junior high, and so on; I just think there is so much conditioning for guys to be the macho kind of thing. That they either act out this kind of behavior or they just totally withdraw. One or the other It is really difficult to answer about other cultures because you see a lot of contact between children and children; whether it is a boy or a girl, i.e., brothers taking care of sisters and sisters carrying little brothers. There is a lot of contact. However, I generally feel that one of the reasons that our society is surviving at all is because of the values that women hold. And I think as soon as women take on the negative values that men have then we will be totally lost.

Q - What escalated the problem in children's games?

A - I think what escalated the problem in children's games was television. and professional sports, because that medium can have such a dramatic impact in such a short time. As soon as sport becomes a business which the children can watch and they see their parents watching this thing, this visual medium has such a tremendous impact . What they see in terms of coaching behavior or what they see in terms of what sport is

all about, is not sport. It has turned into something else. It is business. It is entertainment and it is business. The mixing of business, entertainment and television pushed on little kids either through their parent or through direct contact. I think really escalated some of the problems with respect to sport. In some of these other cultures it would be absurd to play games like we play games because you are not playing in order to get trophies because there are no trophies. You are not playing in order to make a hundred thousand or five hundred thousand dollars a year, hoping that you are going to be a pro player and everybody is going to know you and you have this great agilation for four years or whatever the average is, because it does not exist. Nobody's job is on the line and nobody's total ego is on the line. Everything there is working for play as pounding your chest and showing how great you are. I do not know why that began in the first place. It is like asking why did materialistic things take on such value. That is a big question, and probably a bigger question is how to turn it around if you can before it gets so bad that you can not do anything.

ANNOUNCEMENTS

I. COPIES OF PROCEEDINGS

These may be obtained from the Clearing House Resource Center as follows:

1981 Thursday Sessions (Barrett/Allsbrook/Orlick)....$4.00
1981 Friday Sessions (Activities).....$5.00
1981 Saturday Sessions (Activities).....$5.00

1980 Thursday Sessions (Middle School).....$4.00
1980 Friday Sessions (Activities.....$5.00
1980 Saturday Sessions (Activities).....$5.00

(Limited Copies):
1979 Viewpoints on Movement Education).....$5.00
1979 Activities.....$5.00
1979 Position Papers..... ..$2.00

Make Checks to Margaret A. Jones, Project Director, HPRD Department Georgia State University, University Plaza, Atlanta, Georgia 30303.

II. FALL ELEMENTARY SCHOOL PHYSICAL EDUCATION WORKSHOP

Ambrose Braselton, Cleveland, Ohio, will conduct an Elementary School Physical Education Workshop, October 9, 1981 at Georgia State University. Cost will be $6.00

III. CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION CONFERENCE January 14, 15, 16, 1982

Conference program will address the philosophies and practical concerns of physical education specialists, coordinators and professional preparation personnel as well as classroom teachers. Leaders include Lawrence F. Locke, University of Massachusetts, "Helping Teachers Help Themselves: Strategies for Change in Physical Education"; Jane Young, University of South Florida, "Using a Movement Orientation with Fifth and Sixth Graders--It Really Can Be Done!"; Jane and Lionel Young, Progress Village School, "An Integrated Approach to Teaching Social Skills Using Physical Education as a Medium with Fifth and Sixth Grade Children"; Carol Hammett, Portland Gymnastics Academy, Oregon, "Tiny Tot Fitness: Physical Education for Pre-School Children", and Susan B. Johnson, Physical Education Consultant, North Carolina Department of Public Instruction, "Fitness Through Rhythms and Games". Master classes will be held in educational dance, educational games, and educational gymnastics. Other topics and activities will be announced later.

Opportunity is provided for presentation of research and "how-to-do-it" papers. Proposals for 25 minute presentations should include: type of presentation (research, position paper or how-to-do-it idea); audience addressed (elementary or middle school; specialist or classroom teacher); space needs (activity or lecture format); topical area, i.e., motor learning, educational dance; title; name, position, and address; and one typed page abstract PRIOR to August 1, 1981. Send to Margaret A. Jones, HPRD Department, Georgia State University, University Plaza, Atlanta, Georgia 30303. Requests for additional information on the conference should be sent to the same address.